

Pupil premium strategy statement (secondary)

1. Summary information					
School	Kelmscott School				
Academic Year	2019-20	Total PP budget	£334,995	Date of most recent PP Review	Sept 18
Total number of pupils	822	Number of pupils eligible for PP	295	Date for next internal review of this strategy	Sept 19

2. Current attainment		
	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% achieving 5 x 9-1 incl. EM (2018)	36% 4+ 26% 5+	58% (56%) 4+ 40% (no national data available) 5+
% achieving expected progress in English / Maths (2018)	79% Eng 48% Ma	76% Eng 61% Ma
Progress 8 score average	+0.20 (-0.53)	+0.31 (+0.05)
Attainment 8 score average	34.8 (38.2*)	45.5 (50.6*)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevent them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
C.	PP students are over-represented in the data for both internal exclusions and fixed-term exclusions in all year groups.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 89.9%(below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

*from Education Data Lab early analysis data Sept 2018. All other national figures from Statistics:GCSE@GOV.UK

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy and numeracy for all pupils eligible for PP.	The proportion of PP students having a reading age at least equal to their chronological age matches that of non-PP students. Similar progress made by PP students and non-PP students against Numeracy targets.
B.	Improved rates of progress across KS3 & 4 for high attaining pupils eligible for PP.	Gap between progress rates for More Able PP students compared to More Able non-PP to be no more than the gap nationally.
C.	Improved behaviour for PP pupils.	Proportion of all exclusions for PP students to reflect the proportion of PP students across all year groups
D.	Increased attendance rates for pupils eligible for PP.	Percentage attendance for PP students to be equal to percentage attendance for non-PP students.

5. Planned expenditure

Academic year **2019-20**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all (inside the classroom)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High level of progress in literacy and numeracy for all Pupils eligible for PP in line with national averages or better	Develop the use of SIMs interventions capacity to rigorously coordinate interventions and monitor impact.	Well-developed pupil tracking systems are reported that capture a wider range of data in addition to attainment levels; 'rigorous monitoring of data' is a characteristic of effective practice in schools. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	Regular scrutiny of intervention report from SIMS. Effectiveness of strategies evaluated and modified as appropriate.	SLT for Data and SLT Intervention	Dec 2019

<p>High quality teaching in mixed ability Maths and English lessons in KS4</p>	<p>Quality teaching helps every child. EEF Guide to Pupil Premium 2019 setting or streaming is not an effective way to raise attainment for most pupils; Misallocation is a particular problem for pupils from disadvantaged backgrounds, who are at greater risk of misallocation to lower attaining groups. EEF Teaching and Learning Toolkit 2018</p>	<p>Monitoring of lessons and student work scrutinies by subject leaders and SLT line-managers through regular learning walks, lessons observations and book looks in accordance with the school policies to quality assure consistency across departments.</p>	<p>HODs and Departments</p>	<p>Dec 2019</p>
<p>Targeted interventions in class for particular groups of students eg giving feedback/ peer-tutoring</p>	<p>Attainment data is used to provide pupils with regular feedback on their progress. It is also used to promote self-evaluation : Closing the gap in educational achievement for children and young people living in poverty : University of York 2010 Effective feedback tends to: be specific, accurate and clear. Feedback can come from peers as well as adults. Toolkit for Strategies to Improve Learning (SuttonTrust 2008)</p>	<p>Monitoring of lessons and student work scrutinies by subject leaders and SLT line-managers through regular learning walks, lessons observations and book looks in accordance with the school policies to quality assure consistency across departments.</p>	<p>HODs and Departments</p>	<p>Dec 2019</p>
<p>Weekly Reading Lessons</p>	<p>Strategies and methods used to narrow the gap ... should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps. Pupil Premium : General and targeted interventions (Steve Burnage 201)</p>	<p>Students' progress assessed through Accelerated Reading Test. Monitoring of lessons and student work scrutinies by subject leaders and SLT line-managers through regular learning walks, lessons observations and book looks in accordance with the school policies to quality assure consistency across departments.</p>	<p>Literacy Coordinator</p>	<p>Oct 2019</p>
<p>Enrichment for MAPs through Latin and Ancient Greek lessons</p>	<p>Differentiation : setting different tasks for students of different abilities. Pupil Premium : General and targeted interventions (Steve Burnage 2018) Classics is an ideal environment for any one who is intellectually curious : Dr Kurt Lampe Senior Lecturer Bristol University</p>	<p>Students selected based on reading scores. Progress measured through internal assessment. Monitoring of lessons and student work scrutinies by subject leaders and SLT line-managers through regular learning walks, lessons observations and book looks in accordance with the school policies to quality assure consistency across departments.</p>	<p>SLT line manager and Classics team</p>	<p>Oct 2019</p>

	Fortnightly Numeracy lessons	Timely Interventions : Opportunities for learners to transfer/generalise their learning in different contexts and between different subjects. Pupil Premium : General and targeted interventions (Steve Burnage 2018)	Students assessed through internal test. Progress monitored by Numeracy Coordinator. Monitoring of lessons and student work scrutinies by subject leaders and SLT line-managers through regular learning walks, lessons observations and book looks in accordance with the school policies to quality assure consistency across departments.	Numeracy Coordinator	Dec 2019
Improved rates of progress across KS3 & 4 for high attaining pupils eligible for PP.	Weekly Teaching Tip	Ensuring ...that every teacher is supported to keep improving, is the key ingredient of a successful school EEF Guide to Pupil Premium 2019	Teaching tip delivered to all staff weekly by colleagues to share good practice. Colleagues subsequently feed-back on tips they have successfully implemented.	Teaching & Learning team	Dec 2019
	Standing T & L agenda item for department meetings	Ensuring ...that every teacher is supported to keep improving, is the key ingredient of a successful school EEF Guide to Pupil Premium 2019	Good practice is shared with colleagues within departments. Colleagues subsequently feed-back on tips they have successfully implemented.	HODs and Departments	Dec 2019
	Lesson Study cycle implemented twice a year	Ensuring ...that every teacher is supported to keep improving, is the key ingredient of a successful school EEF Guide to Pupil Premium 2019	Colleagues work in cross-curricular triads and peer observe and give feedback. Planning and feedback is collated and quality assessed by Teaching & Learning team	Teaching & Learning team	Jan 2020
Behavioural issues across whole school addressed	Implementation of Rewards and Consequences Ladder across all year groups within classrooms.	PP learners respond best to a positive learning environment . Pupil Premium : General and targeted interventions (Steve Burnage 2018)	All staff are using a consistent approach to behaviour in terms of rewards and sanctions. Aim for ratio of rewards to sanctions to be 5 : 1	HOYs IC Manager	Jan 2020
	Inclusion Centre manager (IC) uses a range of remedial activities to give students strategies to manage their behaviour better.	Teach learning behaviours alongside managing misbehaviour : EEF Improving Behaviour in Schools 2019	Referrals to the Inclusion Centre (IC) are monitored by the IC Manager. Behaviour expectations are clearly articulated and behaviour is consistently rewarded and sanctioned within the IC.	SLT for Behaviour IC Manager	Jan 2020

ii. Targeted support (outside the classroom)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High level of progress in literacy and numeracy for all Pupils eligible for PP in line with national averages or better	Additional targeted interventions outside of class for particular groups of students eg confidence building, additional exam practice, MAP lectures	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. EEF Guide to Pupil Premium 2019	Use of data to identify students at risk of failing to make required progress. Class teachers identifying possible causes and relevant interventions.	HODs and Departments	Jan 2020
	Target students to use the charity GT Scholars for means-assessed individual tuition in Y11	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. EEF Guide to Pupil Premium 2019	Information evening with assistance for parents to submit applications to GT Scholars to support uptake amongst target group.	SLT for Intervention	end of Sept 2019
	Peer-tutoring through Numeracy Ninjas and Maths Mentors	Peer tutoring approaches appears to have a positive impact on learning Toolkit for Strategies to Improve Learning (SuttonTrust 2008)	Use of data to identify students at risk of falling behind on Y7 and other year groups. Older students identified as peer mentors.	Numeracy Coordinator	Jan 2020
	Additional English sessions for students in Year 7	Timely interventions : Additional time-limited provision in the form of small-group intervention outside the normal classroom. Pupil Premium : General and targeted interventions (Steve Burnage 2018)	Use of data to identify students at risk of falling behind on Y7 – programme delivered by EAL department	SLT for EAL	Oct 2019

	Weekly reading sessions for Years 7 to 10 with tutors	Strategies and methods used to narrow the gap ... should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps : Pupil Premium : General and targeted interventions (Steve Burnage 2018)	Tracking of reading progress through Accelerated Reading Test	HOYs and AHOYs	Oct 2019
	Targetted support through reading for Success programme	Timely interventions : Additional time-limited provision in the form of small-group intervention outside the normal classroom. Pupil Premium : General and targeted interventions (Steve Burnage 2018)	Use of Accelerated Reader assessment data to identify students requiring this intervention – sessions delivered by TAs	SENCO	Oct 2019

Improved rates of progress across KS3 & 4 for high attaining pupils eligible for PP.	MAPS (and PP students) are easily identified on progress trackers and seating plans	Rigorous monitoring of data is a characteristic of effective practice in schools. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	Classcharts displays MAPs on the seating plan automatically	Data Manager and HODs	Oct 2019
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	<p>'Into University Programme'</p> <ul style="list-style-type: none"> -Buddy Programme for Y8s -Leadership in Focus for Y9s -Business in Focus for Y10s 	<p>Strategies to improve outcomes for children living in poverty... include ... raising pupil aspirations using engagement/aspiration programmes. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)</p>	<p>Target group are disadvantaged students; this includes PP students</p>	<p>Admin Lead</p>	<p>post events</p>
<p>Behavioural issues across whole school addressed</p>	<p>Monitoring of consequence points through SIMS to identify students in need of early intervention</p>	<p>Classroom interventions that close attainment gaps for children living in poverty adopt proven classroom management strategies e.g. developing a common language around discipline.</p> <p>Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)</p>	<p>Regular monitoring of SIMS to identify key students; use of tutor reports, HOY reports and SLT reports as well as the Consequences Ladder to apply appropriate sanctions.</p>	<p>SLT for Behaviour, HOYs and form tutors</p>	<p>Oct 2019</p>
	<p>Increased opportunities for engagement through clubs, sports, trips and positions of responsibility to promote good student to staff relationships.</p>	<p>There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.</p> <p>EEF Improving Behaviour in Schools 2019</p>	<p>PP parents targeted by text/phone/app to encourage and support uptake of opportunities</p>	<p>SLT for Pupil Premium</p>	<p>Jan 2020</p>

	<p>Opportunities to mentor or be mentored by Youth Health Champions (YHC) programme</p>	<p>Several research studies, spanning nearly 15 years, have illustrated the significant role that peers play not only in forming supportive networks, but also in enhancing learning and personal development.</p> <p>Building an effective peer mentoring scheme (Keir MacDonald 2016)</p>	<p>YHC members to be selected by application and interview process – each year, proportion of PP Youth Health Champions should reflect the proportion of PP in the whole year group.</p>	<p>SLT for Intervention</p>	<p>Jan 2020</p>
	<p>Weekly pupil forum meeting to coordinate strategies and update ongoing interventions with involved colleagues for targeted students.</p>	<p>Understanding a pupil's context will inform effective responses to a pupil's misbehaviour.</p> <p>EEF Improving Behaviour in Schools 2019</p>	<p>Meetings are minuted and the matrix is updated by the learning mentors to log the actions.</p>	<p>Learning Mentors</p>	<p>Jan 2020</p>
	<p>Behaviour panels to address students at risk of exclusion.</p>	<p>Classroom interventions that close attainment gaps for children living in poverty adopt proven classroom management strategies e.g. developing a common language around discipline.</p> <p>Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)</p>	<p>SLT and HOYs to monitor the consequences data from SIMs to identify students who are at risk of exclusion and to implement strategies to aid prevention.</p>	<p>SLT for Behaviour</p>	<p>Dec 2019</p>

Rewards and Consequences ladders to be applied outside of lesson using student card on the lanyard.	Classroom interventions that close attainment gaps for children living in poverty adopt proven classroom management strategies e.g. developing a common language around discipline. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	Regular monitoring of SIMS to identify key students; use of Consequences Ladder to apply appropriate sanctions.	SLT for Behaviour, HOYs and form tutors	Jan 2020
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iii. Other approaches (pastoral & practical)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High level of progress in literacy and numeracy for all Pupils eligible for PP in line with national averages or better.	Access to a wide range of reading books in the Learning Resource Centre (LRC)	A nurturing environment with relevant opportunities for learning : Pupil Premium : General and targeted interventions : Steve Burnage 2018 The long recession made it harder for parents across the country to support their children's learning at home. Too Young to Fail : Save the Children 2013	LRC well stocked with appropriate books of all types. Monitoring of reading logs in reading lessons.	Literacy Coordinator	Jan 2020
Improved rates of progress across KS3 & 4 for high attaining pupils eligible for PP.	Removing barriers to learning by supplying revision materials/resources and study spaces for PP to ensure students have	Timely intervention: : A nurturing environment with relevant opportunities for learning; Opportunities for revision. Pupil Premium : General and targeted interventions (Steve Burnage 2018) The long recession made it harder for parents	Target PP pupils and parents by making direct contact through meetings, school app or phone as appropriate.	SLT for Intervention	Jan 2020

opportunities for independent learning after school and in the holidays	across the country to support their children's learning at home. Too Young to Fail : Save the Children 2013			
Subsidised MAP trips to universities/Shakespeare residential	Raising pupil aspirations using engagement and aspiration programmes. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010) A quarter of all parents (25%) say they have less money than they did five years ago, and that this means they cannot afford to pay for school trips and other activities. Too Young to Fail : Save the Children 2013	Target PP pupils and parents by making direct contact through meetings, school app or phone as appropriate.	MAP Coordinator	post event
Raise aspirations by supporting students with Springboard applications to private schools and colleges	Raising pupil aspirations using engagement and aspiration programmes. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	Target PP pupils and parents. Support through application process	Deputy Head	Oct 2019
Raise aspirations by giving regular access to careers advice including careers interviews, mock interview days, visits by local colleges	Raising pupil aspirations using engagement and aspiration programmes. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	Target PP pupils and parents by making direct contact through meetings, school app or phone as appropriate.	SLT for Careers	post-events
Trip to Oxford University African & Caribbean Society – targeted at Afro Caribbean More Able	Raising pupil aspirations for learning and future success : Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	Target PP pupils and parents by making direct contact through meetings, school app or phone as appropriate.	MAP Coordinator	post-trip
Use of school app to enable parents to receive notification of events and activities more easily	Promising school strategies to engage parents that we reviewed included, providing regular communication with parents. Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)	SLT to ensure that staff organising events contact parents of PP students in the target group using the school APP and follow up with phone contact if appropriate.	SLT for Pupil Premium	Oct 2019

Increased attendance rates for pupils eligible for PP.	Weekly meeting for HOYs with Educational Welfare Officer (EWO)	<p>Rigorous monitoring of data is a characteristic of effective practice in schools .</p> <p>Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)</p> <p>These schools (that do an exceptional job of ensuring pupils get to school) are on the look out for poor patterns of attendance. In addition these schools use education welfare officers, social services, the police and the courts when parents do not co-operate.</p> <p>Improving Attendance at School (Charlie Taylor, DfE 2012)</p>	HOYs and EWO to monitor the attendance data from SIMs to identify unexplained non-attendance and to plan actions to improve non-attendance.	SLT for Attendance	Jan 2020
Attendance is standing item on SLT weekly meeting agenda.	Attendance is standing item on SLT weekly meeting agenda.	<p>Rigorous monitoring of data is a characteristic of effective practice in schools</p> <p>Closing the gap in educational achievement for children and young people living in poverty (University of York 2010)</p> <p>The head teachers (in schools that do an exceptional job of ensuring pupils get to school) refuse every request for holidays unless there are really exceptional circumstances.</p> <p>Improving Attendance at School (Charlie Taylor, DfE 2012)</p>	Students with serious problems are discussed at SLT. Updated figures for the whole school are regularly presented. Minutes of SLT meetings are open to scrutiny by Governing Body.	SLT for Attendance	Jan 2020
Employment of school nurse, learning mentors, access to professional counselling	Employment of school nurse, learning mentors, access to professional counselling	<p>Successful approaches (for strategies of successful leadership in schools) include understanding and developing staff and pupils with personal and professional support.</p> <p>Closing the gap in educational achievement for children and young people living in poverty : University of York 2010</p> <p>In addition these schools (that do an exceptional job of ensuring pupils get to school) use education welfare officers, social services.</p> <p>Improving Attendance at School (Charlie Taylor, DfE 2012)</p>	Deployment of these colleagues is monitored through the weekly pupil forum meeting.	SLT for Behaviour	Jan 2020

